

Job Description

Main Scale Teacher

RESPONSIBLE TO: Appropriate Line Manager

In a time of rapid educational and administrative change, job descriptions cannot be prescriptive. It may be that some alteration is necessary as circumstances dictate and new needs arise. This job description is additional to the basic duties outlined in the latest School Teachers' Pay and Conditions Document in accordance with the School's policies and under the direction of the Headteacher. A summary of the key accountabilities is included below. The School is managed through a network of inter-related teams.

TEACHING	<ul style="list-style-type: none"> Plan work in accordance with faculty schemes of work and National Curriculum programmes of study. Liaise with relevant colleagues on the planning of units of work for collaborative delivery. Work in collaboration with Learning Support Assistants, Special Educational Needs, EAL Team and Deaf Support Base staff attached to any teaching group. Take account of students' prior levels of attainment and use them to set targets for future improvements. Set work for students absent from school for health or disciplinary reasons. Maintain good discipline by adherence to the advice given to staff in the staff handbook and elsewhere. Set high expectations for students' behaviour by establishing a purposeful working atmosphere in accordance with the school's behaviour code. Set appropriate and demanding expectations for students' learning, motivation and presentation of work.
Assessment, Recording & Reporting	<ul style="list-style-type: none"> Maintain notes and plans of lessons undertaken and records of students' work. Mark, monitor and return work within a reasonable and agreed time span providing constructive oral and written feedback and clear targets for future learning as appropriate. Carry out assessment programmes (e.g. reports) as agreed by the School or department. Complete student records of achievement in line with policy and as specified in the published calendar. Attend the appropriate Parents' Evenings to keep parents informed as to the progress of their child. Be familiar with the Code of Practice for identification and assessment of Special Educational Needs and keep appropriate records on Individual Education Plans for students.
PASTORAL WORK	<ul style="list-style-type: none"> Undertake responsibility for a tutor group as required including tutor/student interviews. Be the first point of contact for parents of students in the tutor group. Monitor (and set targets for) the social and academic progress of individuals in the tutor group. Be prepared to undertake responsibility for delivery of the PSHE programme to one or more tutor group. Promote good attendance and monitor in accordance with the school's attendance policy.
PROFESSIONAL STANDARDS	<ul style="list-style-type: none"> Support the aims of the School to promote a "learning community". Treat all members of the community, colleagues and students, with respect and consideration. Treat all students fairly, consistently and without prejudice. Set a good example to students in terms of appropriate dress, standards of punctuality and attendance. Promote the aims of the school by attendance at and participation in events such as open evenings, options evenings and the like (as appropriate to responsibilities). Support the ethos of the School by upholding the Code of Conduct, uniform rules, etc. Take responsibility for own professional development and participate in staff training when provided. Reflect on own practice as well as the practices of the School with aim of improving all that

	<p>we do.</p> <ul style="list-style-type: none"> • Read and adhere to the various policies of the School as expressed in the School Improvement Plan, the staff handbook, subject team/year team documentation, etc. • Participate in the development and management of the School by attending various team and staff meetings. • Undertake duties as prescribed within School policies. • Ensure that all deadlines are met as published in the School calendar. • Undertake professional duties that may be reasonably assigned to them by the headteacher (e.g. cover, etc.). • Be proactive and take responsibility for matters relating to health and safety.
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<p>Signed on behalf of the School:.....Date: / /20</p> <p>Signed by postholder:.....Date: / /20</p>
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PERSON SPECIFICATION

This is the generic person specification, common to all teaching jobs advertised after September 2005, at St. Paul's Way Trust School. Sections 2-10 are derived from the Teachers' Standards Framework.

1. Qualification
QTS status.
2. Knowledge and Understanding
<ul style="list-style-type: none"> • A clear and well-thought out understanding of current educational issues, theory and practice. • Have a detailed knowledge of the relevant aspects of the students' National Curriculum and other statutory requirements. • Have a secure knowledge and understanding of their specialist subject(s) equating to degree level, including the subject knowledge specified in the relevant ITT National Curricula. • Understand progression in their specialist subject(s), including before their specialist age range. • Cope securely with subject-related questions which students raise and know about students' common misconceptions and mistakes in their specialist subject(s).
3. Planning and setting expectations
<ul style="list-style-type: none"> • Identify clear teaching objectives, content, lesson structures and sequences appropriate to the subject matter and the students being taught. • Set appropriate and demanding expectations for students' learning and motivation. Set clear targets for students' learning, building on prior attainment. • Identify students who have special educational needs, and know where to get help in order to give positive and targeted support. Implement and keep records on Individual Education Plans (IEPs).
4. Teaching and managing student's learning
<ul style="list-style-type: none"> • Ensure effective teaching of whole classes, groups and individuals so that teaching objectives are met, momentum and challenge are maintained, and best use is made of teaching time. • Use teaching methods which keep students engaged, including stimulating students' intellectual curiosity, effective questioning and response, clear presentation and good use of resources. • Set high expectations for students' behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships.
5. Assessment and evaluation
<ul style="list-style-type: none"> • Assess how well learning objectives have been achieved and use this assessment for future teaching. • Mark and monitor students' class and homework providing constructive oral and written feedback, setting targets for students' progress. • When applicable, understand the demands expected of students in relation to the National Curriculum and Key Stage 4 & 5 courses.
6. Student achievement
<ul style="list-style-type: none"> • Secure progress towards student targets.
7. Relations with parents and the wider community
<ul style="list-style-type: none"> • Know how to prepare and present informative reports to parents. • Recognise that learning takes place outside the school context and provide opportunities to develop students' understanding by relating their learning to real and work-related examples. • Understand the need to liaise with agencies responsible for students' welfare.
8. Managing own performance and professional development
<ul style="list-style-type: none"> • Understand the need to take responsibility for their own professional development and to keep up to date with research and developments in pedagogy and in the subjects they teach. • Understand their professional responsibilities in relation to school policies and practices. • Set a good example to the students they teach in their presentation and their personal conduct. • Evaluate their own teaching critically and use this to improve their effectiveness.
9. Managing and developing staff and other adults

- Establish effective working relationships with professional colleagues including, where applicable, associate staff..

10. Managing resources

- Select and make good use of textbooks and other resources.

11. Other attributes considered desirable at St. Paul's Way Trust School

- A record of excellent attendance and punctuality.
- Excellent written and oral communication skills, including appropriate ICT skills.
- The ability to work, and contribute, effectively within departmental and Year-based teams.
- The ability to work actively and effectively with parents, governors and other stakeholders.
- Flexibility and a willingness to be involved in the life of St. Paul's Way Trust School.
- The ability to use own initiative and motivate others.
- A commitment to teaching and lifelong learning, and a willingness to continue to further own learning through continuing professional development.
- Commitment to implement the School's Equal Opportunities Policies.
- A developing range of successful teaching strategies.
- A secure knowledge of the importance of data as a means both to measure and to extend progress.
- A high level of organisational and planning skills.
- The ability to create a stimulating visual environment for the classroom.
- The ability to create a dynamic learning environment which values and enables everyone equally.
- A commitment to the mission and aims of St. Paul's Way Trust School.
- An awareness of equal opportunities issues generally and specifically of how they relate to this area of work.

St. Paul's Way Trust School

Mission and Aims

MISSION

To provide an intellectually stimulating and supportive environment for all members of the St. Paul's Way Trust School community in which to achieve meaningful success.

AIMS

- to enable students, through the highest expectations, to become independent learners, and to attain the knowledge, skills, understanding and qualifications for success in the 21st Century.
- to create an ethos which demands high regard for self and others, and to ensure that each makes a positive contribution to both society and the communities of which they are part.
- to provide a curriculum which meets the needs of all learners, and is one which both challenges and supports.
- to develop dynamic and meaningful partnerships between the School and the wider communities which have, at their core, the aim to raise attainment and promote learning as a lifelong activity.